2016 CONVENTION
NOVEMBER 4-6, 2016

Leadership and Interprofessional Collaboration
Plan to Attend the Only Convention Dedicated to Associate Degree Nursing!

Celebrating OADN’s 30th Anniversary!

HOTEL:
Hyatt Regency Dallas
Whether you are here to work or play, Hyatt Regency Dallas at Reunion is designed to meet all of your needs. The hotel offers “all the little extras” such as free Wi-Fi so that you can read your email or finish a last minute project. You’ll find it easy to relax in our inviting guestrooms and suites with a plush Hyatt Grand Bed® and a large HDTV.

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AWARDS LUNCHEON AND TOWN HALL:
Plan to attend the OADN Town Hall Meeting & Awards Luncheon on Saturday, November 5. During the Town Hall you will hear about the activities of OADN over the past year. The Awards program will include the induction of the new Fellows to the OADN Academy of Associate Degree Nursing and recognition of the OADN Educator of the Year and scholarship recipients. The Academy of Associate Degree Nursing (AADN) program recognizes associate degree nursing educators, and others committed to associate degree nursing education, who model exemplary dedication to nursing education and practice.

The OADN Educator of the Year is sponsored by Elsevier and is awarded in recognition of excellence in associate degree nursing education. The OADN Foundation also awards a grant and scholarships for both faculty and associate degree nursing students.

EXHIBITS:
Representatives from a variety of companies will be attending to answer your questions and demonstrate their products. You will learn about the latest products and services for associate degree nursing, and benefit from forming a productive relationship with industry representatives who can keep you informed of developments in education, technology, pharmaceuticals, software, publications, and other products and services.

Travel through the OADN Exhibit Hall and get your Passport stamped!
Participating exhibitors will stamp your passport as you visit. Collect all stamps and you will be entered into a drawing for various prizes! The winners will be announced at Sweet Treats with Exhibitors (must be present to win!)

The Exhibit Hall will be open
Friday, November 4, 6:00 pm – 8:30 pm
Saturday, November 5, 9:00 am – 3:00 pm.
# 2016 Convention Schedule

## Pre-Convention Workshops

**Thursday, November 3:**
- 7:00 am – 5:00 pm: Registration Open
- 8:00 am – 4:30 pm: Leadership Excellence for Academic Development (L.E.A.D) (100)

**Friday, November 4:**
- 7:00 am – 5:00 pm: Registration Open
- 8:00 am – 12:00 pm: Pre-Convention Workshops (101 – 104)
- 11:15 am – 1:00 pm: OADN Board and State Chapter Presidents Meeting
- 12:15 pm – 1:15 pm: Poster Setup

## Official Convention Begins!

- 1:30 pm – 3:15 pm: Keynote Kickoff with Dr. Cole Edmonson DNP, RN, FACHE, NEA-BC (105)
- 3:30 pm – 4:45 pm: The Great Debate (106)
- 5:00 pm – 6:00 pm: Pinot and Posters (107)
- 6:00 pm – 8:30 pm: Exhibit Launch and Reception

**Saturday, November 5:**
- 7:00 am – 5:00 pm: Registration Open
- 7:45 am – 8:00 am: Morning Coffee!
- 8:00 am – 9:00 am: NCSBN Update with Dr. Nancy Spector PhD, RN (200)
- 9:00 am – 10:15 am: Brunch with Exhibitors
- 10:15 am – 11:15 am: Breakout Session 1 (201 – 205)
- 11:15 am – 11:30 am: Break
- 11:30 am – 12:30 pm: Breakout Session 2 (206 – 210)
- 12:30 pm – 2:00 pm: Town Hall and Awards Luncheon (Open to all registered attendees!)
- 2:00 pm – 3:00 pm: Sweet Treats with Exhibitors (Must be present to win drawing!)
- 3:00 pm – 4:00 pm: Breakout Session 3 (211 – 215)
- 4:00 pm – 4:15 pm: Break
- 4:15 pm – 5:15 pm: 4 Steps to Creating a Culture of Leadership: Administrators, Faculty, and Students Unite, Tim Bristol PhD, RN, CNE, ANEF (216)

**Sunday, November 6:**
- 7:00 am – 12:30 pm: Registration Open
- 8:15 am – 9:15 am: Breakout Session 4 (301 – 305)
- 9:15 am – 9:30 am: Break
- 9:30 am – 10:30 am: Breakout Session 5 (306 – 310)
- 10:30 am – 10:45 am: Break
- 10:45 am – 11:45 am: Breakout Session 6 (311 – 315)
Workshops

100 Leadership Excellence for Academic Development (L.E.A.D)
101 In Search of the Perfect Self-Made Exam - Taking Small Steps Towards Success
102 Transforming the Classroom for NCLEX Success!
103 The NLN CNEA Accreditation Process: Promoting Program Excellence and Integrity
104 Continuous Quality Improvement as a Strategy to Improve NCLEX Scores

Sessions

105 Keynote Kickoff: Interprofessional Leadership – Lifting Others to Meet Great Challenges
106 The Great Debate
200 NCSBN Update
201 Alpha Delta Nu - The Nuts and Bolts of Starting and Advising an ADN Honor Society Chapter
202 Guatemalan Faculty Immersion Experience
203 Nursing Journal Publication, do you have the Write Stuff?
204 To Code or Not to Code: That is the question? MegaCode Mid-Fidelity Simulation to Assess Critical Thinking
205 Facilitating Faculty Compliance to Adhere to the Test Blueprint
206 Evaluating Program Outcomes: Understanding the Essential Elements
207 Bringing ADN and BSN Education Together at Last
208 Empowering Success: Changing the Mindset of Being an LPN!!
209 Academic Progression in Nursing Education for New Mexico
210 Staffing a Sim Lab Through Rotational Design
211 Academic Progression Strategies to Assist Current and Future RNs Achieve the BSN
212 Servant Leadership in Nursing Education
213 Fostering Faculty Ownership of the Program Evaluation Plan
214 Leading our Program to Success: Raising our NCLEX-RN Pass Rates by 15% in One Year
215 Beyond a Smile: Oral Health Primary Care for Nurses
216 4 Steps to Creating a Culture of Leadership: Administrators, Faculty, and Students Unite
301 A Nursing Academic Progression Model: Design, Implementation, and Delivery
302 Clinical Nursing Faculty Preparation: A Web-based Approach
303 The Changing Demands of Nursing Education: Navigating Accommodation for Disabilities
304 Implementing Interprofessional Education Initiatives, Challenges and Rewards
305 Utilizing Simulation to Teach End of Life Care
306 Make Your Mentoring Bigger Than Texas! Tips and Tricks for Success
307 Flipping the classroom: An active Learning Model
308 See it, Feel it, Learn it! Enhancing Patient-Centered Care Through Visual Narratives
309 Cultivating Critically Reflective Practitioners through Curriculum Revision and Changing the Rules of Engagement
310 Supplementing Traditional Clinical Experiences with Simulation Activities
311 Lessons in Leadership and Influence from my IOM Future of Nursing Experience
312 Integrating Clinical Elements in the Classroom Setting
313 Preparing Nurses to be Leaders in Meeting the Needs of a Changing Health Care System
314 Active Learning Strategies for a Fundamentals of Nursing Classroom
THURSDAY, NOVEMBER 3:
8:00 am – 4:30 pm
Full Day Pre-Convention Workshop (100)

Leadership Excellence for Academic Development (L.E.A.D)
Karren Kowalski, PhD, RN, NEA-BC, FAAN
Susan Moyer, RN, MS
Deborah Center, RN, MSN, CNS
What will I learn in this course?
Content specific to nursing leadership responsibilities in academic nursing programs will be presented by expert faculty from the Colorado Center of Nursing Excellence. Subjects will include Effectively Communicating in Difficult Situations, Coaching in the Moment, Roles and Responsibilities of Human Resource Management, Budgeting for Higher Education and Healthy Boundaries and Resiliency.
Academic leaders will develop greater skills and expertise in communication and relationship management, business skills and principles, leadership and professional development.
The target audience for this pre-conference workshop is nursing faculty, deans and directors, those with administrative responsibilities in academic programs, or those who are interested in moving into administrative position.
For more information on the Colorado Center for Nursing Excellence please visit our website: http://coloradonursingcenter.org/

FRIDAY, NOVEMBER 4:
8:00 am – 12:00 pm
Half Day Pre-Convention Workshops (101–104)

In Search of the Perfect Self-Made Exam - Taking Small Steps Towards Success
Karin Sherrill, MSN, RN, CNE, CHSE, ANEF
Faculty created exams are continually under scrutiny by both the faculty and the student. Often times we measure our personal worth and teaching abilities on the outcomes of these exams. Development of high level test items that measure student learning are difficult to write and even more difficult to defend. This session will highlight simplistic ways of planning for exams, writing high-level items, analyzing the item and exam's performance and eventually creating the perfect exam that we all strive to achieve. Start feeling good about the exam you create!

Transforming the Classroom for NCLEX Success!
Tina Rayfield, MSN, RN, PA-C
Educators want their students to have academic success creating a safe, effective, and competent nurse at graduation. According to statistics provided by the National Council State Board of Nursing, Associate Degree Nursing programs are struggling with record low pass rates. Can our graduates count on our institutions to meet their needs to be successful on the NCLEX® and to meet the evolving needs of their new profession? What does it take to make sure that what is being taught in the classroom is meeting the current nursing standards?

The NLN CNEA Accreditation Process: Promoting Program Excellence and Integrity
Judith A. Halstead, PhD, RN, ANEF, FAAN
This session will help nurse educators develop an understanding of the NLN CNEA accreditation standards and quality indicators and their application to associate degree nursing programs. Implications of the standards for educators and administrators will be addressed. Updates about the NLN Commission for Nursing Education Accreditation (CNEA) policies including information about submitting applications for pre-accreditation candidacy, volunteering to serve on NLN CNEA's various committees or as an on-site program evaluator, and resources available to assist programs in preparing for CNEA accreditation will also be presented.
Continuous Quality Improvement as a Strategy to Improve NCLEX Scores
Cheryl Mee, MSN, MBA, RN
Susan Sportsman, PhD, RN, ANEF, FAAN
This four hour pre-convention workshop will use a continuous quality improvement framework to present evidence-based strategies aimed at curriculum assessment and revision, as well as individual and group student remediation. During this workshop participants will be given the opportunity to analyze relevant data and make suggestions for improving remediation processes proposed in the workshop. In addition they will develop “next steps” that they may use to integrate principles discussed in their own work environment, thus improving the processes for enhancing student success on the NCLEX in their own programs.

Official Convention Begins!

FRIDAY, NOVEMBER 4:
General Sessions (105 – 106)
1:30 pm – 3:15 pm

105
Keynote Kickoff! Interprofessional Leadership – Lifting Others to Meet Great Challenges
Dr. Cole Edmonson, DNP, RN, FACHE, NEA-BC
Dr. Edmonson will describe the interprofessional leadership model that permeates Texas Health Resources from the bedside to the board room. The innovative model of triadic leadership and its contributions to a culture of courage, resilience and excellence allowing organizations to weather great storms and to re-imagine themselves. Included are the characteristics of high reliability organizations that create safety, transparency and reliability in modern health care systems to embolden trust. He will also discuss the importance of nurse leaders in the model and the important knowledge and skills nurses need to be successful in the emerging models.

3:30 pm – 4:45 pm

106
NEW FEATURE! The Great Debate
In keeping with the stateliness and anticipation of this national electoral season, we are excited to announce the first ever GREAT DEBATE featuring knowledgeable orators and topics sure to kindle passion and stimulate great conversations throughout the whole convention!

SATURDAY, NOVEMBER 5:
8:00 am – 9:00 am
General Session (200)

200
NCSBN Update
Nancy Spector, PhD, RN
Update on NCSBN initiatives related to nursing education, such as our work with delegation guidelines, distance education programs, board of nursing approval of nursing programs, simulation guidelines, transition to practice, the NCLEX, etc. There will be an opportunity for questions and dialogue.

SATURDAY, NOVEMBER 5:
10:15 am – 11:15 am
Breakout Session 1 (201 – 205)

201
Alpha Delta Nu - The Nuts and Bolts of Starting and Advising an ADN Honor Society Chapter
Pamela Mammano, MS, RN
During this break out session, you will have the opportunity to discuss with faculty advisors and directors who have been involved since the inception of Alpha Delta Nu. Come and find out how you can start a chapter, understand the by-laws, discuss examples of student service projects and induction ceremonies and ways to acknowledge the member student at your pinning and/or commencement ceremonies.

Guatemalan Faculty Immersion Experience
Donna Meyer, MSN, RN, ANEF
Cynthia Casey, DNP RN
Immersion experiences are often cited as being among the most powerful and life-changing experiences of one’s
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life. This presentation will describe the experience of traveling to a remote area in Guatemala and discussing a new OADN initiative for a faculty immersion experience.

202

- Nursing Journal Publication, Do You Have the Write Stuff?
  Tracey Siegel, EdD, MSN RN CNE
  Cheryl L. Mee, MSN, MBA, RN
  It is the goal of this presentation to walk prospective authors through the process of writing, editing, submitting, and ultimately publishing in a peer reviewed nursing journal.

203

- To CODE or Not To CODE: That is the question? MegaCode Mid-Fidelity Simulation to Assess Critical Thinking
  Vickie Rose, MSN, RN
  As educators, a mid-fidelity simulation is needed; not only to give students the skills, understanding, and comfort level needed to participate in a real hospital emergency, but also to prepare educators for the future of simulation in the labs and clinical setting. Students will gain an understanding of how to assess a patient in the moments of an acute cardiac emergency. An emergency in a hospital setting is stressful for everyone. By giving insight to students through simulation, the fear can be alleviated before a real code is needed to be performed.

204

- Facilitating Faculty Compliance to Adhere to the Test Blueprint
  Jacquelyn Gibbs, MSN, RN, CNE
  Kelly Reichert, DNP, RN
  Melissa Setser, MSN, RN
  Our program has experienced low NCLEX pass rates since the implementation of the 2013 NCLEX test plan; therefore, we have changed how we design our test blueprint to ensure students are receiving practice with all client need questions. Based upon the review of the literature, we believe this strategy will increase student success on the licensure exam. In addition, we redesigned how the questions are organized in our testing software program. Our goal is that all course tests in our curriculum will mimic the percentage of questions students will receive on the NCLEX exam.

205

- Facilitating Success from Admission to NCLEX
  Maryann Magaldi, RN MS CNE
  Janice Molloy, MS, RN
  Georgina Colalillo, MS, RN, CNE
  Patricia Kinneary, RN, MSN, ANP-BC
  Tracking student progress from program entry to NCLEX completion is important for identifying at-risk students, but once identified a program must be developed to support these learners. This presentation will describe the process that evolved to identify characteristics and academic profiles of at-risk students and initiatives implemented to mentor and structure learning activities that would enhance achievement.

SATURDAY, NOVEMBER 5:

11:30 am – 12:30 pm
Breakout Session 2 (206 – 210)

206

- Evaluating Program Outcomes: Understanding the Essential Elements
  Marsal Stoll, EdD, MSN
  Nell Ard, PhD, RN, CNE, ANEF
  The purpose of this presentation is to prepare participants to engage in systematic evaluation of program outcomes based on accreditation standards and criteria. At the completion of this session, participants will be able to 1.) Comprehend terminology and definitions related to program outcomes as specified by accreditation standards and criteria; 2.) Identify effective assessment strategies to evaluate program outcomes; 3.) Develop measurable expected levels of achievement; and 4.) Discuss strategies to collect and analyze program outcomes data.
Bring ADN and BSN Education Together at Last
David Martin, MN, RN
The University of Kansas and Kansas City Community College Schools of Nursing launched a unique program to provide nursing students admitted to the Community College Associate Degree Nursing Program with a series of specially designed courses from the University. Students that met eligibility requirements were admitted to the University “Shared Curriculum” offered through the School of Nursing at the University.

Empowering Success: Changing the Mindset of Being an LPN!!
Melinda Roepke, MSN, RN
The purpose of this presentation is to discuss the semester preparation needed for licensed practical nurses to transition in to an associate degree nursing (ADN) program. ADN programs must assist the LPN student to succeed not only in passing the licensure exam, but also in understanding their new professional role, no matter where they are practicing.

Academic Progression in Nursing Education for New Mexico
Jenny Landen, MSN, RN, FNP-BC
New Mexico’s shared baccalaureate curriculum model is unique in that a shared statewide concept-based curriculum is used at the community college and university level. This model results in students attaining an associate and bachelor’s degree in nursing at the same time. While some states have struggled to get a shared curriculum approved at the state and national level, New Mexico has been successful. Challenges, successes, and outcomes to date will be shared at this presentation.

Staffing a Sim Lab through Rotational Design
Sara Fruechting, RN, MNSc, CCRN
Dr Jeffrey Carmack, MSN, RN, CHSE
This activity is for the learner to gain knowledge of how to use a rotational design to implement simulation based learning experiences across the curriculum without increasing faculty numbers or requiring all existing faculty to become proficient in simulation.

SATURDAY, NOVEMBER 5:
3:00 pm – 4:00 pm
Breakout Session 3 (211 – 215)

Academic Progression Strategies to Assist Current and Future RNs Achieve the BSN
Tina Gerardi, MS, RN, CAE
Mary Sue Gorski, PhD, RN
In 2010, the Institute of Medicine (IOM) released a landmark report, The Future of Nursing: Leading Change, Advancing Health. This report set an ambitious goal: 80% of practicing RNs should be prepared with a bachelor of science in nursing (BSN) or more advanced degree by 2020. Understanding the essential elements for success in this work has implications for community college and university nursing programs to partner in achieving the future of nursing’s recommendations.

Servant Leadership in Nursing Education
Cheryl McNamara, MS, RN
Shawn P. McNamara, EdD, MS, RN
Elizabeth Webster, MS, RNC
This session will introduce the participants to the concept of servant leadership and will describe implementation techniques that will create an environment where individuals are respected which will ultimately develop a more effective team. Servant leadership has proven to be an effective leadership strategy that results in greater satisfaction for the team members and encourages their professional development.
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213  ■ Fostering Faculty Ownership of the Program Evaluation Plan
Kacy Harris, MSN, RN, CNE
Lora Moore, DNP, RN, CNE
Kim Green, MSN, RN, CNE
In response to frequent faculty changes and to improve faculty ownership of the evaluation process, the Western Kentucky University, Associate of Science in Nursing Program (ASN) developed a functioning program evaluation committee and an all-inclusive evaluation plan calendar. The calendar focuses attention to current responsibilities, enables new faculty to participate in program evaluation without getting overwhelmed, and gives purpose to committee work. The ASN Program evaluation calendar has proven to be effective with participation of all ASN faculty members.

214  ■ Leading Our Program to Success: Raising our NCEX-RN Pass Rates by 15% in One Year
Marcia Callarman, MS, RN, CMSRN, CNE
Margaret (Peggy) Aalund, MSN, RN, CNE
Nickie Loftin MSN, Ed, RN, CMSRN, CNE
Donna Spivey, MSN, RN, CEN
The test plan for the National Council for Licensure Examination-Registered Nurse (NCLEX-RN) changed in April 2013. A self-study report evaluating our program was necessary, not only to comply with the state’s board of nursing rules, but to also discover areas of development in our nursing program. The faculty collaborated in small groups to investigate areas of deficiency in our nursing program and corrective measures to improve the deficiencies.

215  ■ Beyond a Smile: Oral Health Primary Care for Nurses
Jan Mitchell, DDS, MEd
For far too long, the oral cavity has been the sole domain of the dentist. This presentation will present a simplified model of oral health for all stages of life, then focus on the aspects of care where nurses can make the most positive impact on patient’s lives. This talk will go way beyond brushing and flossing!

SATURDAY, NOVEMBER 5:
4:15 pm – 5:15 pm
General Session
216  ■ 4 Steps to Creating a Culture of Leadership: Administrators, Faculty, and Students Unite
Tim Bristol, PhD, RN, CNE, ANEF
Leadership is just as much a culture to be experienced as a skill to be learned. Considering the nature of nursing education, administrators and faculty teach their students more about leadership through actions and interactions than through lectures and projects. It is for this reason that the associate degree nursing program should seek to create a culture of leadership. Creating a culture of leadership not only benefits the students, it also will promote job satisfaction for deans, directors, coordinators and faculty at all levels.

SUNDAY, NOVEMBER 6:
8:15 am – 9:15 am
Breakout Session 4 (301 – 305)
301  ■ A Nursing Academic Progression Model: Design, Implementation, and Delivery
Betty Damask-Bembenek, EdD, MN, RN
This presentation will describe one rural community college’s journey of a successfully implemented nursing academic progression model of education. The journey illustrates how the nursing program created the curriculum design model, faculty development, and accreditation processes involved during the design, development, and implementation of an academic progression model at Colorado Mountain College.

302  ■ Clinical Nursing Faculty Preparation: A Web-based Approach
Susan Knowles, DNP, RN, WHNP-BC
Ensuring clinical instructors possess the necessary
teaching skills is the key to their ability to prepare the next generation of competent and safe nurses. An evidence-based clinical nursing instructor preparation course was developed to prepare novice clinical nursing instructors. The course can be delivered anywhere, anytime in six web-based modules ideally coupled with weekly virtual mentoring sessions. The six modules cover transition to the role, mentoring, teaching and learning, foundational issues of trust and ethics, the clinical day including a clinical toolbox, and the student evaluation.

303
■ The Changing Demands of Nursing Education: Navigating Accommodation for Disabilities
Sandra Walker, EjD, MS, RN
This presentation will present a clear, concise overview of legislative actions and their implications for nurse educators. Reasonable accommodations will be explored, including examples of what is NOT reasonable accommodation. The term “qualified person with a disability” will be clearly defined. Technical standards and essential functions will be discussed and clarified, and examples will be provided. Pertinent legal cases will also be discussed, including the implications for nurse educators. Attendees will acquire a better understanding of the responsibilities of the institution, the educator, and the student.

304
■ Implementing Interprofessional Education Initiatives, Challenges and Rewards
MaryKay DeMarco, PhD, RN, CNE
Judith Blum, MS, OTR/L
The Community College of Baltimore County embarked on a grant funded mission to infuse Interprofessional Collaboration into the School of Health Professions’ nursing and allied health programs. This presentation will be an interactive discussion of the challenges and successes of implementing IPE initiatives for faculty and students in associate degree programs. Strategies to incorporate collaborative learning into established curricula will be shared. The challenges of obtaining and organizing students from different disciplines will be discussed and the methods employed to educate and assess students on core principles of IPE will be illustrated.

305
■ Utilizing Simulation to Teach End of Life Care
Andrea Shropshire, MSN, RN
Simulated experiences have shown to be significantly beneficial for nursing students in improving end of life care. Simulations allow nursing students the ability to assess physiology changes associated with the dying process. Students have the ability to create, carry out, and evaluate plans of care based on providing quality of life, instead of plans implemented to “fix” the problem. They also have the ability to utilize therapeutic communication with the instructor proctoring the simulation. Overall, there is increasing evidence to support the utilization of simulation in conjunction with the didactic end of life content for nursing students.

SUNDAY, NOVEMBER 6:
9:30 am – 10:30 am
Breakout Session 5 (306 – 310)
306
■ Make Your Mentoring Bigger Than Texas! Tips and Tricks for Success
Kelly Gray, DNP, RN, CNE
Mentoring can provide the personal and professional growth to become successful and set the pattern for a positive transition to the role of nursing educator. This presentation will explore the concepts of novice to expert, mentoring as both a personal and professional relationship, and the reciprocal benefits to both mentor and mentee. Examples of motivating versus discouraging, building up versus eating our young, and encouraging the utilization of strengths not weakness will be explored.

307
■ Flipping the Classroom: An Active Learning Model
Patricia Pence, Ed.D, MSN, RN
Flipping the classroom has been an emerging pedagogy in nursing education. In this session participants will learn how to transform nursing courses from a traditional lecture model to a “flipped” active learning model. Suggestions on how to begin the process of flipping a lesson or completely flipping a course will be discussed. Lessons learned while transforming a first-year fundamentals and medical-surgical nursing course will be shared.

308  
- **See it, Feel it, Learn it! Enhancing Patient-Centered Care Through Visual Narratives**  
Dawn Kuerschner, PhD, MSN, APN-BC, CNE  
This session will review study results related to visual narratives and their impact on observational assessment skills. Strategies for implementing this technique will also be presented. The flexibility of the strategy allows it to be incorporated into many facets of health care; advancing the quality of patient care delivery through the enhancement of critical skill sets. It has the potential to build a climate of equity and collaboration among health care professionals and our patients in our approach to quality patient-centered care.

309  
- **Cultivating Critically Reflective Practitioners through Curriculum Revision and Changing the Rules of Engagement**  
Barbara Blake-Campbell, PhD, RN  
Nancy Kelly, MSN  
It is the responsibility of all nursing educators and leaders to shape a generation of nurses who can mitigate clinical circumstances by raising vital questions, gathering and analyzing relevant information, and thinking with audacity while considering opposing viewpoints to make critical decisions about patient care. Through an innovative and insightful curriculum design, and strategic clinical pairing of upper and lower semester students at distinct time points, this study was able to demonstrate the achievement of stated clinical core competences for optimal clinical decision making evidenced by a T-test which demonstrated statistical significance.

310  
- **Supplementing Traditional Clinical Experiences with Simulation Activities**  
Amy Pendergraft, MSN, RN  
The need for faculty training, budget limitations, and/or faculty's lack of desire to conduct simulation activities are obstacles that can be surpassed through faculty collaboration and the sharing of innovative, effective techniques. The purpose of this presentation is to provide the audience with ideas and information to implement effective simulation activities as a supplement to traditional clinical learning experiences.

SUNDAY, NOVEMBER 6:  
10:45 am – 11:45 am  
Breakout Session 6 (311 – 315)

311  
- **Lessons in Leadership and Influence from my IOM Future of Nursing Experience**  
Liana Orsolini, PhD, RN, ANEF, FAAN  
The Academy of Medicine’s (formerly known as the Institute of Medicine) Future of Nursing: Leading Change, Advancing Health remains their most widely read report, even surpassing “To Err is Human.” Out of 18 committee members only 6 were nurses and only one nurse had expertise in associate degree nursing. Find out the valuable lessons learned in how to be influential in high powered groups. Dr. Liana Orsolini PhD, RN, ANEF, FAAN will take you through her learning journey of how she had to quickly learn new skills needed to effectively sit at the table during the committee’s time together.
312 Integrating Clinical Elements in the Classroom Setting
Jose Alejandro, PhD, RN-BC, MBA, CCM, FACHE, FAAN
Bridgette Hudson, MSN, RN

In order to prepare our students for success, nursing faculty (both clinical and didactic) must advance how they currently facilitate the information to the student by engaging the nursing student on a deeper level of thinking and processing. Associate Degree programs, with Concept-Based Curriculums (CBC), must transform their testing environment to promote effective testing strategies that will incorporate clinical-based situations into their methodologies to meet the state board testing requirements, promote critical thinking, decision making skills, and prioritization, so that the graduate nurse transitions into practice with a robust foundation.

313 Preparing Nurses to be Leaders in Meeting the Needs of a Changing Health Care System
Mary Ann Rosa, GNP, CDE, MSN

Disease Management is a collaborative, interprofessional approach which promotes patient centered care. Technology, including Telehealth, is one disease management strategy. There is a national initiative to decrease hospitalizations, disease progression, complications, and costs. Evidence will be presented through root cause analysis that illustrates the changing health care needs, and therefore, the sophisticated skills needed of our graduates. This program will help faculty align themselves with national health initiatives and offer strategies on how to teach disease management. Attendees will be able to apply these strategies immediately.

314 Active Learning Strategies for a Fundamentals of Nursing Classroom
Cheryl Spencer, PhD, RN

Early exposure to active learning can be beneficial now and when these students transition to upper level classes where the expectation is greater. This presentation will take commonly taught topics in fundamentals of nursing courses and demonstrate varied active learning strategies that foster learning. It will also demonstrate that you do not have to be a theater major to engage in active learning.